

Quarter 1

Reading Literature

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.10: Actively engage in group reading activities with purpose and understanding.

Reading for Information

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a) Print many upper and lower case letters.

L.K.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Foundational Skills

RF.K.1: Demonstrate understanding of the organization and basic features of print.

a) Follow words from left to right, top to bottom, and page by page.

b) Recognize that spoken words are represented in written language by specific sequences of letters.

c) Understand that words are separated by spaces in print.

d) Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes.

a) Recognize and produce rhyming words.

RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Speaking and Listening

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

S.L.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Quarter 2

Reading Literature

Reading for Information

New Standards

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

Review Standards

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.10: Actively engage in group reading activities with purpose and understanding.

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.5: Identify the front cover, back cover, and title page of a book.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

New Standards

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Review Standards

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

New Standards

L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- b) Use frequently occurring nouns and verbs.
- f) Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.

- a) Capitalize the first word in a sentence and the pronoun "I."
- b) Recognize and name end punctuation.
- c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Review Standards

L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a) Print many upper and lower case letters.

L.K.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Foundational Skills

New Standards

R.F.K.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- b) Count, pronounce, blend and segment syllables in spoken words.
- c) Blend and segment onsets and rimes of single-syllable spoken words.
- d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.
- e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Review Standards

RF.K.1: Demonstrate understanding of the organization and basic features of print.

- a) Follow words from left to right, top to bottom, and page by page.
- b) Recognize that spoken words are represented in written language by specific sequences of letters.
- c) Understand that words are separated by spaces in print.
- d) Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes.

- a) Recognize and produce rhyming words.

RF.K. 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Speaking and Listening

New Standards

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Review Standards

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

S.L.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Quarter 3

Reading Literature

Reading for Information

New Standards

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).

RI.K.8: With prompting and support, identify the reasons an author gives to support points in a text.

Review Standards

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.K.5: Recognize common types of texts (e.g., storybooks, poems).

RL.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.K.10: Actively engage in group reading activities with purpose and understanding.

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.K.4: With prompting and support, ask and answer questions about unknown words in a text.

RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.K.10: Actively engage in group reading activities with purpose and understanding.

Writing

New Standards

W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....).

Review Standards

W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

New Standards

L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.

- d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Review Standards
L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- f) Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.

- a) Capitalize the first word in a sentence and the pronoun "I."
 b) Recognize and name end punctuation.
 c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Foundational Skills

New Standards
RF.K. 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Review Standards
RF.K.1: Demonstrate understanding of the organization and basic features of print.

- a) Follow words from left to right, top to bottom, and page by page.
 b) Recognize that spoken words are represented in written language by specific sequences of letters.
 c) Understand that words are separated by spaces in print.
 d) Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes.

- a) Recognize and produce rhyming words.
 b) Count, pronounce, blend and segment syllables in spoken words.
 c) Blend and segment onsets and rimes of single-syllable spoken words.
 d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.
 e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K. 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Speaking and Listening

New Standards
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- b) Continue a conversation through multiple exchanges.

Review Standards
SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

S.L.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

Quarter 4

Quarter 4	
Reading Literature	Reading for Information
New Standards	
	RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Review Standards	
RL.K.1: With prompting and support, ask and answer questions about key details in a text. RL.K.2: With prompting and support, retell familiar stories, including key details. RL.K.3: With prompting and support, identify characters, settings, and major events in a story. RL.K.5: Recognize common types of texts (e.g., storybooks, poems). RL.K.4: With prompting and support, ask and answer questions about unknown words in a text. RL.K.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.K.10: Actively engage in group reading activities with purpose and understanding.	RI.K.1: With prompting and support, ask and answer questions about key details in a text. RI.K.2: With prompting and support, identify the main topic and retell key details of a text. RI.K.4: With prompting and support, ask and answer questions about unknown words in a text. RI.K.6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RI.K.10: Actively engage in group reading activities with purpose and understanding.
Writing	
New Standards	
W.K.6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Review Standards	
W.K.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is....). W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. W.K.3: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. W.K.5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). W.K.8: With guidance and support form adults, recall information from experiences or gather information from provided sources to answer a question.	
Language	
New Standards	
L.K.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Kindergarten reading and content</i> . (emphasis original) a) Identify new meanings for familiar words and apply them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).	

- b) Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

L.K.5: With guidance and support from adults, explore word relationships and nuances in word meanings.

- c) Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 d) Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Review Standards

L.K.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- f) Produce and expand complete sentences in shared language activities.

L.K.2: Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.

- a) Capitalize the first word in a sentence and the pronoun "I."
 b) Recognize and name end punctuation.
 c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.6: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

Foundational Skills

New Standards

RF.K.4 Read emergent-reader texts with purpose and understanding.

Review Standards

RF.K.1: Demonstrate understanding of the organization and basic features of print.

- a) Follow words from left to right, top to bottom, and page by page.
 b) Recognize that spoken words are represented in written language by specific sequences of letters.
 c) Understand that words are separated by spaces in print.
 d) Recognize and name all upper- and lowercase letters of the alphabet.

RF.K.2: Demonstrate understanding of spoken words, syllables, and phonemes.

- a) Recognize and produce rhyming words.
 b) Count, pronounce, blend and segment syllables in spoken words.
 c) Blend and segment onsets and rimes of single-syllable spoken words.
 d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. This does not include CVCs ending with /l/, /r/, or /x/.
 e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

RF.K. 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
 d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Speaking and Listening

Review Standards

SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

- a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

S.L.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

